

WEEKLY PLAN-2026-27

GRADE: 4

TERM 1

WEEK 13

Subject	Topic	Learning Objectives	Teaching & Learning Activities	Assessment (Type- Skill & Evidence)	Differentiation (Support-Core-Challenge)	AFL Strategy	National Identity Link	LMS Upload	Home Work
English	A Pocket Full of Music Grammar-Adverbs	Analyse characters, events, and the message of the story. Construct well-structured written answers in their own words based on understanding of the text. Apply, and use -ly adverbs correctly in sentences to describe actions clearly.	Discuss characters and events in the story. Sentence building activity: students create their own sentences using given “-ly” words.	Reading comprehension responses. Participation in discussion. Sentence Writing (Skill: Writing & Application): Students write sentences using given “-ly” adverbs.	Picture clues, simplified text support, sentence starters. Answer comprehension questions and use vocabulary in sentences. Write a short paragraph on the message of the story with reasons.	Think–Pair–Share Questioning Thumbs Up / Down Exit Ticket (one key idea from the story)	Research on how music and rhythm are part of cultural celebrations and traditional arts in the UAE.	Lesson Presentation Lesson notes	Write 3–4 sentences about your favourite sound or music and why you like it.
Mathematics	Data Handling	To interpret data presented in a table. To draw a bar graph accurately	Display a simple data table (e.g., Favourite Fruits of Students). Ask students to identify the	Formative Assessment: Bar Graph Construction and Interpretation	Support: Provide graph paper with axes and scale already marked.	Thumbs Up/Sideways/Down to check understanding	Use data related to the UAE, such as the number of visitors to different UAE landmarks, favourite Emirati	Weekend Worksheet, Notes	Weekend Worksheet 10

		using the given data. To analyze and interpret information from a bar graph to answer questions and draw conclusions.	highest, lowest, and equal values. Demonstrate how to label the x-axis and y-axis and choose an appropriate scale. Model drawing a bar graph using the given data.	Task Skill: Data Representation , Analysis, and Reasoning Evidence: Student worksheet, notebook work, completed bar graph, and responses to interpretation questions.	Use data sets with fewer categories. Core: Students independently draw and label the bar graph and answer interpretation questions. Challenge: Students create their own interpretation questions and draw conclusions from the graph. Compare two categories and justify findings using mathematical reasoning.	g of graph elements. Think-Pair-Share to discuss graph interpretations. Exit Ticket: Write one fact and one inference from the bar graph.	foods, or participation in UAE National Day activities. This helps students appreciate national culture while developing data handling skills.		
Science	Food and Nutrition	Classify foods according to the nutrients they provide. Explain the food preservation methods.	Students sort foods into carbohydrates, proteins, fats, vitamins, minerals, and roughage.	Diagnostic Clasification Peer Assessment and self assessment, Observation	Nutrient chart with clues. Picture cards with labels. Guided chart with sentence starters.	Think-Pair Share Hands on activity Questionin g during group activities Exit Ticket Peer	Discuss healthy traditional UAE foods such as dates, fish, harees, and fruits. Explain how people in the UAE traditionally dried	Notes, Lesson presentatio n, Reference videos	Complete National identity, extended task, career connect questions

		Analyse the how food preservation methods prevent the growth of microbes. • Discuss why different nutrients are important for health - Show real samples/images of preserved foods. • Introduce preservation methods: drying, refrigeration, freezing, salting, pickling, and canning. • Students match foods to suitable preservation methods. - Demonstrate with pictures/videos of spoiled and preserved foods. • Class discussion: "Why does food spoil?" • Students complete a cause-and-effect chart showing how each method stops microbes from growing. • Group activity: "Food Safety Detectives."		Sort foods independently . Complete chart independently . Explain the main nutrient in a mixed food item. Compare two preservation methods and explain which is more effective for a given food.	discussion and feedback	dates and fish to preserve food.		mentioned in Level 1,2,3 task sheet of the lesson Food and nutrition.
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Social Studies	Southern Plateau	Students will be able to: 1. Locate the Southern Plateau on a map. 2. Describe its physical features (rivers, mountains, soil, climate). 3. Identify major crops, minerals, and economic activities. 4. Explain the importance of the plateau region in the country's development.	- Group activity: Students label the Southern Plateau on blank maps. - Discussion on climate, rivers, and resources.	Type: Formative Assessment Skill: Map reading, understanding, recall, explanation Evidence: - Completed worksheets - Participation in discussion - Correctly labeled maps	Provide labeled maps and keywords - Use visuals and simple explanations Core: - Students describe features and economic activities Challenge: - Ask students to compare Southern Plateau with another region Extended writing: "Why is the Think Pair-Share"	Think Pair-Share - Exit tickets - Quick oral questionin g - Peer feedback during map activity	Southern Plateau contributes to national development (agriculture, minerals, industry). Discuss pride in natural resources and heritage.	Map worksheets (PDF) - Short video on plateau region - Quiz (Google Forms / LMS quiz)	Write 5 sentences about its climate and resources.
Hindi	समझदार बालिका	विद्यार्थियों में समझदारी और सही निर्णय लेने की	शिक्षक कहानी सुनाकर प्रश्न-उत्तर के माध्यम से	मौखिक प्रश्नों के उत्तर देकर समझने की	सहायता – सरल प्रश्न; कोर – मुख्य विचार बताना; चुनौती	त्वरित मौखिक प्रतिक्रिया (oral feedback) से	समझदारी और नैतिकता भारतीय मूल्यों से जुड़ी है।	पाठ का सार और प्रश्न LMS पर	कहानी का सार 5 वाक्यों में लिखें।

		क्षमता विकसित करना।	विद्यार्थियों को सहभागी बनाएंगे।	क्षमता का मूल्यांकन।	– कहानी का नैतिक संदेश समझाना।	सीखने की जाँच।		साझा किए जाएंगे।	
Malayalam	ആദ്യത്തെ ചിലന്തി	കമയിലെ കമാപാത്രങ്ങളെയും സംഭവങ്ങളെയും തിരിച്ചറിയുന്നു.	കമയിലെ കമാപാത്രങ്ങളെയും പ്രധാന സംഭവങ്ങളെയും കണ്ടെത്തുന്നു.	കമയുടെ സാരാംശം അവതരിപ്പിക്കൽ	s ചിത്രങ്ങളുടെ സഹായത്തോടെ കഥ മനസ്സിലാക്കാൻ സഹായം. c കഥ വായിച്ച് ആശയം വിശദീകരിക്കുക	- Exit Ticket - Oral Questioning - Peer Assessment "	യുഎഇയുടെ പരിസ്ഥിതി സംരക്ഷണ പ്രവർത്തനങ്ങളുമായി ബന്ധപ്പെടുത്തി ജീവജാലങ്ങളോടുള്ള കരുതലും ഉത്തരവാദിത്തവും വളർത്തുക.	വർക്ക് ഷീറ്റ്	പുതിയ അഞ്ച് പദങ്ങൾ കണ്ടെത്തി അവ ഉപയോഗിച്ച് വാക്യങ്ങൾ എഴുതുക
French	Thème : Les verbes en -IR Niveau : 4ème Année Primaire	- Identifier les verbes du 2^e groupe terminés en -ir. - Conjuguer les verbes en -ir au présent de l'indicatif (ex. : finir, choisir, grandir, réussir). - Utiliser les verbes en -ir dans des phrases	À la fin de la semaine, les élèves seront capables de : - Reconnaître les verbes du 2^e groupe. - Conjuguer correctement les verbes finir, choisir, grandir et réussir au présent.	Type : Évaluation formative Skills : Lecture, Écriture, Expression orale, Grammaire Evidence : Exercices de conjugaison, participation orale, fiche de	Support : - Tableau de conjugaison. - Banque de verbes. - Exercices à choix multiples et phrases à compléter. Core :	- Think–Pair–Share. - Mini-whiteboards. - Exit Ticket. - Traffic Lights (Rouge – Orange – Vert). - Peer Assessment. - Observation checklist.	- Encourager la persévérance et la réussite, des valeurs essentielles aux Émirats arabes unis. - Utiliser des phrases telles que : <i>Nous réussissons grâce au travail et à la coopération.</i> - Promouvoir le respect, la collaboration et	- PowerPoint : Les verbes en -IR. - Tableau de conjugaison PDF. - Vidéo explicative. - Fiche d'exercices. - Quiz interactif	- Apprendre la conjugaison des verbes finir, choisir, grandir et réussir. - Compléter une fiche

		simples. • Développer les compétences de lecture, d'écriture, d'écoute et d'expression orale.	• Compléter des phrases avec la forme correcte du verbe. • Produire un court paragraphe en utilisant des verbes en -ir.	travail, quiz, production écrite, observation de l'enseignant.	• Conjuguer les verbes en -ir au présent. • Compléter des phrases. • Lire et comprendre de courtes phrases. Challenge : • Écrire un paragraphe de 6 à 8 phrases en utilisant plusieurs verbes en -ir. • Transformer des phrases du singulier au pluriel. • Créer un dialogue intégrant des verbes du 2^e groupe.		l'excellence dans l'apprentissage .	(MS Forms / Teams). • Jeu interactif de conjugaison .	de conjugaison. • Écrire 5 phrases avec des verbes en -ir. • Réviser les pronoms personnels et les terminaisons du présent.
ICT	Word – Editing and Formatting	• Understand editing and formatting tools. • Learn to insert, delete, cut, copy, and paste text. • Apply font, colour, size, and alignment options.	Teacher demonstrates editing tools. • Students edit a prepared document. • Practice formatting paragraphs and headings.	Type: Practical Assessment Skill: Editing and formatting text. Evidence: Completed formatted Word document.	Support: Apply basic formatting. Core: Edit and format a paragraph. Challenge: Use page borders,	Exit tickets, observation checklist, peer assessment, questioning.	Create a formatted document about UAE National Day.	Editing and formatting practice file, instructional video.	Type a paragraph and apply at least three formatting options.

			• Compare plain and formatted documents.		WordArt, and advanced formatting tools.				
Arabic	Lesson (مهرجان الألوان)	أن يقرأ الطالب نص "مهرجان الألوان" قراءة سليمة مع مراعاة النطق الصحيح. - أن يستخرج المفردات الجديدة ويفهم معانيها من خلال السياق. - أن يصف أحداث مهرجان الألوان مستخدماً جملاً عربية صحيحة. - أن يجيب عن أسئلة الفهم الشفوية والتحريرية مستخدماً جملاً كاملة. - أن يعبر عن رأيه في المشاركة في المهرجانات والأنشطة الثقافية باحترام وتقدير للتنوع الثقافي.	Starter (5 min): عرض صور ملونة لمهرجانات واحتفالات مختلفة، ويخمن الطلاب موضوع الدرس ويذكرون أسماء الألوان التي يرونها. Teaching: - تقديم المفردات الجديدة باستخدام الصور وبطاقات الكلمات. - قراءة المعلم للنص قراءة نموذجية مع توضيح المعاني. - قراءة	Type: Formative Assessment. Skills: Reading & Speaking. Evidence: - قراءة الطالب للنص بطلاقة ودقة. - مشاركة الطالب في الحوار والمناقشة الصفية. - الإجابة الصحيحة عن أسئلة الفهم. - استخدام المفردات الجديدة في جمل شفوية مناسبة.	Support: بطاقات مصورة للألوان والمفردات، بنك كلمات، قراءة موجهة مع المعلم، وأسئلة اختبار من متعدد. Core: قراءة النص، والإجابة عن أسئلة الفهم، ووصف المهرجان باستخدام جمل بسيطة. Challenge: تلخيص النص شفهاً، أو مقارنة مهرجان الألوان باحتفال آخر يعرفه الطالب مستخدماً أدوات الربط مثل: لكن، أيضاً، لأن.	- Think–Pair–Share. - Traffic Light Cards أخضر – أصفر – أحمر). - Oral Questioning. - Mini Whiteboards. - Exit Ticket: اذكر ثلاث كلمات جديدة وجملة واحدة عن مهرجان الألوان.	تعزير قيم التسامح، والتعايش، واحترام التنوع الثقافي في دولة الإمارات العربية المتحدة، مع التأكيد على أن الإمارات تحتضن العديد من الثقافات والاحتفالات في بيئة يسودها الاحترام والتعاون، وربط ذلك بقيم الانفتاح والتعايش بين أفراد المجتمع.	عرض تقديمي للمفردات والصور. - تسجيل صوتي للنص. - فيديو قصير عن المهرجانات الثقافية والألوان. - ورقة عمل إلكترونية (Quiz / Matching / Reading Comprehension). - تسجيل صوتي أو فيديو قصير للطالب يصف المهرجان مستخدماً المفردات الجديدة.	Speaking: سجل مقطعاً صوتياً (30–60 ثانية) تصف فيه مهرجان الألوان أو احتفالاً تحبه مستخدماً خمس جمل على الأقل Dictation will be on Tuesday in these words (احتفال- مهرجان - تنطابير ابتهاج- سعادة-الألوان المائية-بودة الألوان-قوس المطر)

			جماعية ثم قراءة فردية للنص. • مناقشة أحداث النص من خلال أسئلة الفهم. • نشاط ثنائي: يتبادل الطلاب الحوار حول المهرجان مستخدمين أسئلة مثل: ماذا رأيته؟ ما اللون الذي أعجبك؟ لماذا؟ • نشاط جماعي: ترتيب أحداث النص أو مطابقة الصور بالجمل المناسبة. Plenary: يذكر كل طالب جملة أو معلومة جديدة تعلمها عن مهرجان الألوان.						
Islamic Studies	Lesson 5: The Beginning of the Call to Islam	1. Learn the Early Response to Islam: Students will learn about the first people	Introduction: Teacher introduces the early period of Islam in Makkah	Type: Oral questioning, worksheet, observation.	Support: Picture matching with guided	Think-Pair-Share Thumbs Up/Down	Emphasize values of loyalty, courage, and supporting truth, linking to UAE values of unity,	PPT slides, story video, worksheet, "Support Tree" craft	Draw or write about one early Muslim

		who accepted Islam, including the Prophet's wife Khadijah (RA), and how they supported Prophet Muhammad (ﷺ) in spreading the message of Islam.	using a simple story map (Makkah → Prophet Muhammad ﷺ → first believers). Discussion: Teacher asks: • Who was the first person to believe in Islam? • How did Khadijah (RA) help the Prophet ﷺ? • Why was support important in the beginning of Islam? Story Time: Teacher narrates the early call to Islam in a simple way, focusing on Khadijah (RA), Abu Bakr (RA), and Ali (RA) as early supporters.	Skill: Recall, understanding, communication . Evidence: Students can name early Muslims and explain how they supported the Prophet ﷺ.	prompts and word bank. Core: Identify early Muslims and describe their support. Challenge: Explain why supporting the truth is important in daily life.	Exit Ticket: Name one early Muslim and their contribution.	respect, and contributing positively to society.	template, role-play cards uploaded.	(Khadijah RA, Abu Bakr RA, or Ali RA) and write one sentence about how they supported Islam.
Moral Science	Work with concentration	Students will be able to: 1. Define concentration and explain its importance.	Starter Activity: "Spot the Difference" or a 1-minute observation game to introduce	Type: Formative Assessment Skill: Listening, Speaking, Critical	Support: Picture clues, teacher guidance, peer support. Core:	Exit Ticket: Students write one thing that helps them concentrate	Connect concentration to achieving personal goals and contributing positively to the	class activity	Create a "My Concentration Plan" chart

		2. Identify habits that help improve concentration while studying and working. 3. Demonstrate focused attention during classroom activities.	concentration. Discussion: Teacher explains the meaning of concentration with real-life examples (studying, reading, sports, prayer, art, etc.). Story Reading: Read a short story about a child who succeeds through focus and hard work. Think-Pair-Share: Students discuss what distracts them and how they can stay focused. Activity: Complete a simple maze/puzzle silently within a given time to practice concentration. Reflection: Students share	Thinking, Self-management Evidence: Participation in discussion, completion of puzzle/worksheet, and oral responses about concentration strategies.	Complete concentration worksheet and identify distractions. Challenge: Suggest additional ways to improve concentration and explain their benefits.	and one distraction they need to avoid.	growth and success of the United Arab Emirates through dedication, discipline, and hard work.		listing three distractions and three ways to stay focused while studying at home.
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			one strategy they will use to improve concentration.						
MSCS	PEACE AND RESPONSIBILITY	Define peace and responsibility in their own words. Identify ways to show peaceful behavior in school and community. Explain how responsibility contributes to harmony and cooperation. Demonstrate positive actions that promote peace in daily life.	Ask students: "What does peace mean to you?" "How can we be responsible in school?" Show short images or a video of peaceful and responsible behavior.	The teacher explains concepts using examples (sharing, helping, respecting rules). Think–Pair–Share: Students discuss situations where peace is needed. Group activity: Each group creates a list of responsible actions (e.g., keeping classroom clean, resolving conflicts calmly).	Type: Formative Assessment Skills: Communication Critical thinking Social awareness Evidence: Participation in discussion and role plays Student responses during activities Reflection statements	Think–Pair–Share Exit tickets Teacher observation Peer feedback Thumb up/down understanding check	Link to national values such as tolerance, respect, and cooperation. Emphasize the importance of peaceful coexistence in building a strong nation. Encourage students to be responsible citizens contributing positively to society.	PPT on Peace and Responsibility Short video on peaceful behavior Worksheet (matching/MCQs) Reflection activity (online submission) Interactive quiz	Write 5 sentences on: "How I can show peace and responsibility at home or school" Draw a poster on: "Be Responsible, Spread Peace"